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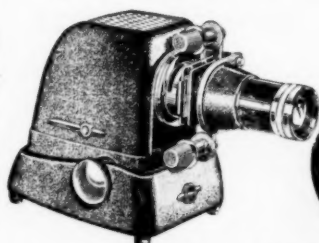
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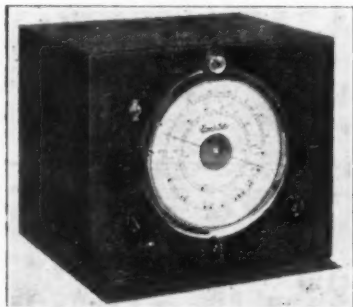
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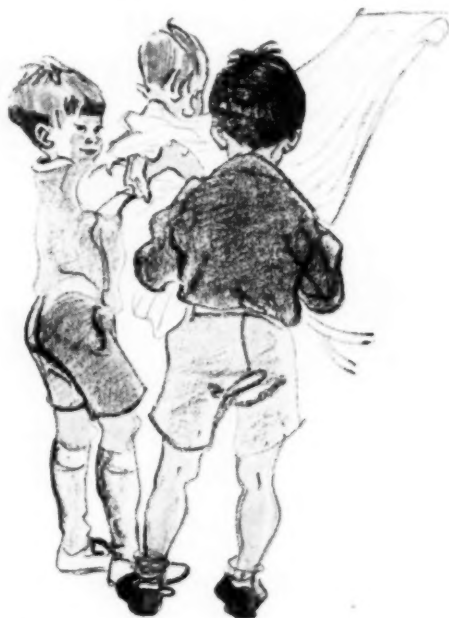
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CHRONICLE**

AN INDEPENDENT MONTHLY REVIEW OF EDUCATION.

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FEBRUARY, 1952

"The Education Officer must have Courage and Judgment, and be able to Lead"

This qualification for an education officer was given by Mr. L. R. Missen, Chief Education Officer for East Suffolk, in his presidential address last month to the Association of Education Officers, when he took for his theme—

Quality

"Language most shows a man. Speak that I may see thee." These words of Ben Jonson warn any who may have to speak in public and, particularly, a President preparing to deliver an address. The truth of them is evident to those who have heard the addresses of past Presidents. Last year, Magnay gave us a vigorous and spirited defence of the young people of this country, delivered with that conviction which alone comes from certainty of outlook and belief, and showing an understanding of the problems of youth which we expected from one who is himself so youthful. From Liverpool too, and upon another occasion, we heard a memorable presidential address. It was in those comparatively quiet days of the 1930's that we listened with delight to the scholarly disquisition of C. F. Mott, in which we remember his understanding of his fellow men and his appreciation of the problems of the young student with high hopes and slender purse. Knowing full well then who have gone before and what they have said, since I became a member of this Association twenty-two years ago, it is in a spirit of humility that I submit my contribution.

If I address you now as "men and women of piety" you may, I think, be surprised and constrained to wonder whether I refer to you as devout in the religious sense or as possessing a measure of that "pietas" or sense of filial duty which Cicero defines in relation to the gods, but which he calls "aequitas" or the state of a quiet mind in relation to the affairs of man. It is something different from these that I have in mind. In 1153, the year before he died, a great Christian—Saint Bernard of Clairvaux—finished his last literary work entitled *De Consideratione* (Concerning Consideration), and he addressed it to the Pope. He knew that the Pope, like many others carrying great responsibilities, was beset by continual and often tiresome and irritating duties. This fact gives point to what may seem a surprising definition. "Do you ask what piety is?" writes Saint Bernard. "It is giving time for consideration." A life void of consideration, like the unexamined life mentioned by Socrates, is unworthy of man. There must be steady and honest scrutiny where the decisions of life are taken both for ourselves and for those for whom we are responsible, and consideration is the safeguard. I defend, therefore, all gatherings of this kind, provided that they are reasonable in size, where men and women make time in their busy lives to withdraw and to give their whole and undivided attention

to problems concerning not only themselves, but their fellow men, and, in our own case, the welfare of the children of our fellow men. How difficult it is, and has been of recent years, to withdraw ourselves in this way, we all know. They have been years of intense activity of which we may truly say, seldom has so much been accomplished which might have been done the better if more thought had been given to it. A boundless rushing tide of activity has carried us and all those whom we serve. The quality of our work has suffered because that quality depends for us so much upon our being able constantly to refresh ourselves, that the advice we are asked to give may be wise, the help effective, and the leadership clear and confident.

Personal Aspects of Work

Before I move on to some of the problems which beset us, I must say a little about the personal aspect of our work, a subject to which I shall return later in my address. Speaking last year at the North of England Conference, Dr. Eric James, High Master of Manchester Grammar School, said: "In its highest interpretation, administration, like teaching, is a matter of personal relationships. The quality of administration depends ultimately upon the quality of individuals, which transcends machinery just as teaching transcends the apparatus of curriculum and time tables."

How is this quality to be maintained? Not only by withdrawing in groups to give consideration, but by withdrawing in person for that essential personal examination of problems, some of which can be considered only in the solitariness of the desert or the mountain, and in the quietness of the countryside or the study. Let me bring witnesses whose varied points of view on this problem must command attention.

Professor Sir Ernest Barker, who has more than once addressed this Association says: "Contemplation is a virtue which was cherished in the thought of Greek and Roman antiquity as well as in Christian thought. It was accompanied by the idea of leisure, the leisure not of vacuity, but of the free activity of the higher faculties; it was also accompanied by the idea of solitude and the young Scipio could claim that 'he was never less alone than when he was by himself.' Where shall a man find his secret chamber and the leisure to spare time, and the courage to enter in and shut the door? It is the most difficult of questions we are asked to answer. But it contains, or it implies, the last and ultimate duty which a man owes to himself, or through others to himself, and to the self which is behind himself and all other selves."

Freya Stark, the explorer and writer, says: "Solitude is the one deep necessity of the human spirit of which adequate recognition is never given in our codes. It is looked upon as

a discipline or a penance, but hardly ever as the indispensable, pleasant ingredient it is to ordinary life, and from this want of recognition come half our domestic troubles. Modern education ignores the need for solitude; hence a decline in religion, in poetry, in all the deeper affections of the spirit: a disease to be doing something always, as if one could never sit quietly and let the puppet show unroll itself before one: an inability to lose oneself in mystery and wonder while, like a wave lifting us into new seas, the history of the world develops around us."

And here is Charles Morgan, the novelist, who, speaking of the lack of personal examination, deprecates the habit of thinking in classes and masses. "It is an error," he says, "because masses are contrary to nature, they are not born, they do not die, they have no immortality; the poetry of human expression does not apply to them. Birth and death are solitary; thought and growth are solitary; every final reality of a man's life is his alone, incommunicable; as soon as he ceases to be alone he moves away from realities. And the more he is identified with others, the further he moves from truth."

Situation Confronting Us To-day

Quality in the individual and in his work is of vital importance and there is no doubt that too little "consideration" and too much "leaning on the brotherhood," as it has been put, have lowered our standards in many directions. I regret that I cannot develop this theme of quality in the individual and its relationship to consideration, within the compass of a brief presidential address. It runs through my thoughts, however, as I consider the situation in education which confronts us to-day.

None of us can have felt anything but sympathy for Miss Florence Horsbrugh when, on achieving a great ambition

and on taking up Ministerial duties of the most profound significance to the life and well-being of the people of this country, she was faced with a demand for immediate reductions in expenditure of such a nature as not only to prevent further development (except by diverting monies from the whole to some particular branch, as for example to technical education), but of such a nature as might, within a short time, do great harm and set back indefinitely the work of former years. Her problem, it seems to me, must, therefore, be the problem of quality in education. She must maintain what has been placed in her charge and she must improve it, but she must, at the same time, avoid spending more money. Her first task, therefore, is to examine critically the essentials and fundamentals of the system. We wish her well and assure her of our loyal support.

School Book Prices

I do not propose to dwell upon the detail of Circular 242 and all it implies, but I shall comment upon one or two points as I pass along. No circular is ever word perfect, nor can we always convey our exact meaning through the written word. An examination of the returns of expenditure by education authorities on books, stationery and apparatus shows a wide divergence in practice. The expression of opinions at teachers' conferences and the recent enquiry of the National Book League (under the guidance of our colleague Compton) show that there is cause for uneasiness about the supply of that tool of the greatest importance to all instruction—the book. It is clear that the supply of books is not everywhere what it should be and we welcome the enquiry which is now being conducted by the Association of Education Committees. Our uneasiness is greatly increased by the Publishers' announcement of a very steep rise in prices in this year. In these circumstances the Minister's assumption that authorities will provide "a supply" of books, materials and apparatus seems quite unrelated to the situation. She could not surely have overemphasized the need, in the midst of this pruning and cutting, to maintain unimpaired "the" supply of books; and, indeed, to strengthen the hands of the teaching staff (who are to remain "adequate") by urging authorities to ensure a full and generous supply of these tools of first importance.

We await the circular about scholarships and aids under Section 81 of the Act with some anxiety. The problem of selection for entry to grammar school and for entry to university must not be confused with the problem of a satisfactory system of financial aids. We cannot afford to make any move which might diminish that flow of men and women of merit, ability and character who are needed to teach, to lead, and to fill the many posts in a great modern democracy to make it really effective. Sir Ernest Barker, when delivering the Arthur Mellows Memorial lecture last year, said: "In this country, in the year 1951, with the complicated life of its 50 million people, we need trained ability of the first order for its successful running; and the more we plan its life the more we need A+ men for its planning and A men behind them to understand and execute their plans... that is the problem of our time. We must find our giants and when we have found them we must encourage them to grow to their full height."

Administration and the 5 per cent.

I come now to Administration. The wording of the Circular led many people to suppose that a 5 per cent. cut in educational expenditure was required, and 5 per cent. sounded not unreasonable in their ears. Closer examination of the Circular shows, however, that having excluded all those parts of the service from which the Minister agrees that nothing should be taken, the cut on what there is left must be a severe one if it is to come anywhere near to 5 per cent. There is a section of the Circular which deals with the cost of administration. This has received critical judgment from appropriate quarters and I need not remind you that the circumstances which have raised the cost for local

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education authorities during the last five years have also raised the cost for the Ministry. We have all been aware of this ever increasing burden. I read in a *Times* leader, not long ago, that, amongst the besetting sins of democracy, there are two of especial significance. They are first, over-elaborate procedure and second, inability to trust the other man. These two sins are as common in the Higher Service as they are in local government service. It is to the credit of the Ministry of Education that, during the last five years, they have endeavoured to cut procedure and simplify it in every possible way, notably with the building programme, whilst most local authorities have done likewise within their own province.

Checking Expenditure

Unfortunately, most of the work of local authorities involves expenditure of money and it is here above all that we have an example of man's inability to trust man. Very wisely and properly the expenditure of all public monies is made subject to audit, and Government auditors are appointed to do this work. They seem to me to be rather like H.M. Judges in some ways, and their *obiter dicta* would fill many volumes. By and large, they do their work well and we are glad to meet them and explain anything which they think may need explanation. Many local authorities have, however, introduced what is called an internal audit—that is to say, they appoint auditors who examine every aspect of an authority's expenditure and report direct to Treasurers and Finance Committees. The difference between the two audits is mainly this: That the Government auditors examine accounts in the year or so after they are closed and may find out if any monies were misappropriated, mis-spent, or mis-directed after the event has happened. The internal auditors conduct their audit all the time on all that is going on and look to catch any misdemeanour while it is being perpetrated. So we have two audits of the same accounts. Two did I say? The story is not finished. The accounts of the County Road and Bridges Department are subjected to yet a third audit carried out by the Ministry of Transport!

What a price people pay, ladies and gentlemen, for the assurance that public accounts are properly kept and public monies properly spent. There is no doubt that, if we could devise less elaborate procedures, particularly in relation to finance, we could save a great sum of money and reduce staff. Sir Harold Webbe, M.P. for the Cities of London and Westminster, said recently that, in the process of simplification, "there must be more living dangerously, more trusting people to do their job, and less policing to see that everyone kept to instructions."

Quality of Administrators

There are other aspects of our work to which we ourselves must look and I say here and now that we must, each one of us, examine our own machinery of administration to ensure that "full measure and flowing over" is being given for all that is spent. The minuting of Committee work by a clerk sent from the office of the Clerk to the Council instead of by the officer in charge of the Committee itself, is one of those duplications of effort which I can surely describe as "fiddling"; and likely to bring local government into ridicule. Man must trust man. If we expect others to trust us, we must always be sure that we are worthy of our trust. We have a peculiar office to fulfil, and it is in my opinion the most important and the most worthwhile in all the local government service. Dr. Eric James has described it in a paragraph which I cannot do better than repeat. "The administrator," he says, "must be both the bridge between the popular will and the individual school, and the bulwark between the classroom and the often ignorant interventions of majorities. If, on one side of him, the administrator has the teacher clamouring for expenditure and liberty, on the other he has the elected representatives demanding economy or comprehensive schools, or the universal teaching of Esperanto. His is the thankless and intricate task of explaining to each side the limits of the possible and the desirable in terms of finance, of social and political realities, and of

the nature of learning." What sort of qualities does this demand? I venture to mention one or two. I want first of all a broad humanity as the basis for all our work, with an interpretation in which (as our old friend S. H. Wood says) "person must transcend principle," and people matter more than things. If this is our basis we shall not be in danger of concentrating on purely physical things to the neglect of the spirit. Dr. C. F. Strong, in his Presidential address in 1947, sounded a warning: "The reconstruction of the temple," he said, "will be futile unless we consider what the temple is for and what good we shall worship in it."

The education officer must have courage and judgment and be able to lead. Sooner or later he will find himself opposed with a conviction and earnestness which will shake him and which may turn him from his course; and it is then that qualities of leadership are needed most. "Leadership," said Lord Lloyd, "is more than an art. It requires will, directed to a high purpose, clearly realized, clearly defined and courageously pursued." Fortunate, indeed, is the officer of whom people would speak as Kent did to King Lear. "You have that in your countenance which I would fain call master." "What is that?" "Authority." But he will carry no authority unless he can help on every occasion—he must be the one to whom instinctively both committee and teachers turn. He must have a studious desire to interpret each to the other in the best sense their views will fairly bear, explaining as Dr. James says, "to each side the limits of the possible and the desirable." He must be always ready to suggest, to promote and to advise. "Only the skilled and trained officer," said Sir Josiah Stamp, "can really be relied upon to keep continuity, system, impartial interpretation, tradition, and disinterested impetus." You must be aware of the rapid changes of membership in the committee you serve. I examined recently the list of members of my committee of fifteen years ago. Of forty-four then serving, only eight remain upon the Committee of to-day, and that number may be further reduced at the triennial election in April next. Continuity and tradition are extremely important to all those who serve a corporation or council. The expert officer can maintain both, especially if he is fortunate in an understanding chairman whose service is of such length that he too can share in the induction of new members.

An education officer's life is, therefore, one of great responsibility and remarkable variety. In the tasks which lie immediately ahead, he will shoulder even greater responsibility in a still wider variety of problems, whilst he strives to maintain and to enhance the quality of his work. I wish it was within my power to give you at once both encouragement and inspiration; but I have been fortunate in finding something which I gladly pass on—an objective view of you and me at our work as we should be.

Some years ago, a colleague of ours, Samuel Wallasey, was presented to the University of Liverpool for an Honorary Degree. The University Orator spoke on that occasion words with which I may well close, for I certainly cannot improve upon them. "To forecast the desires which men and women have for their children and for themselves, to divine their hopes, and, by interpreting, to fashion and fulfil them is a task which calls for a subtle mind and a stout heart in the man to whom it is entrusted. He must have passionate enthusiasm and a humorous patience, he must commend strong convictions by a gentle tolerance, he must seek peace while shunning compromise. Listening with due respect to the continuous speech of his committee, and ever ready to lend a courteous ear to schoolmasters and schoolmistresses, not always reticent, he must hear and understand the inarticulate claims of childhood, the clamorous demands of youth, the petitions of grown people striving not too late to enter the inheritance of the educated. Instructed by the tradition of times past and guided by a prophetic vision of days to come, he must make for the present a coherent system and yet welcome innumerable exceptions to every rule; he must vindicate his efficiency by his humanity."

The Developing Crisis in Education

The Presidential Address of Mr. J. A. HULETT, B.A., at the L.T.A. Annual Conference.

A presidential address delivered at the present time suffers from disabilities even greater than those usually attendant upon that child of the fevered brow and midnight oil. With the chill winds of economy once more blowing across the educational scene it is difficult to avoid political controversy, or mere captious criticism; it is difficult to escape deadening frustration and disillusion; it is not easy to remember that education cannot flourish if society collapses. Nevertheless it would be wrong merely because of disabilities and difficulties to ignore the educational crisis which is developing—a crisis which would have been serious enough without any economies.

The Position of the Minister.

The Minister of Education has a hard task and her exclusion from the Cabinet makes it no easier. It is a sad reflection on the status of our education service when, after being used without success as a sprat to catch a mackerel, in Mr. Chuter Ede's phrase—the participation of the Liberal Party in the present Government—the Ministry of Education ceases to rank as worthy of Cabinet status. Commenting, *The Times* said "No doubt economies have to be made in the educational system but they ought to be made from strength. It is easy to drop into general whittling down, whereas the right policy for retrenchment is to hold firmly to essentials and to show an equal firmness in dispensing with frills."

That serves to remind us that there is a danger of whittling down; the economies at present proposed are not the first. They continue a process begun by the previous Government. As recently as September, 1951—not long before the election—authorities were instructed to limit expenditure on school repairs. The saving in school building costs alone has been considerable. The new cuts are on top of previous ones.

There is an impression abroad that an excessive amount is spent on education and that there is plenty of room for cutting the amount down to more reasonable proportions. But note this: The combined total of private, local and national expenditure on education works out to about 3.5 per cent. of our national income; nationally we spent in 1949-50 7.7 per cent. of the Government's revenue; locally the weekly cost per ratepayer of education is about the same as the cost of a packet of cigarettes. These do not represent excessive spending—the word surely should be investing—in developing Britain's greatest asset, what makes her really great—the brains and skill of her people.

Circular 242.

Circular 242 calls upon local authorities to employ adequate teaching staffs, to provide an adequate supply of books and materials, to safeguard the health and special school services with improvements in the dental services, and to improve technical education. Thus, certain major items of local expenditure are safe-guarded. On top of these there are certain fixed items, such as light, heat, etc., which must continue. Also, authorities have been promised guidance on aids to students under Section 81 of the Act. The 5 per cent. cut in total expenditure, then, has to be made on the remainder—on such items as transport, social activities, etc. In these, the most rigorous economies will have to be made and, in fact, inside these items it may not be possible to achieve the full saving. When the Circular was first issued, Dr. Alexander, secretary of the Association of Education Committees, commented that he did not think the request for a 5 per cent. cut could be carried out without a change in educational policy. The Minister says she does not wish the essential fabric of the service to be impaired.

But there is evidence that some local authorities are finding it difficult to reduce their estimates for 1952-3 without damaging that fabric. I would like to discuss three of the safeguarded items a little more fully.

It would be impertinent of me to discuss in this Conference the economic crisis in detail but it is inevitable that I refer to it. It has been drilled into us for years that ours is a crisis of production; that higher output is necessary. We are, however, told in a recent report of one of the Councils on Productivity that our industries are short of scientists and that we are not training them. It is a fact that whereas our scientists win Nobel prizes for their research in atomic physics, our shortage of technologists imposes a limit on our rate of progress in using the results of research. One of the main factors which increases production is a greater development of technical education. This is generally agreed. Ours is not a temporary crisis but a recurring one. Technical education is a capital investment paying large dividends in helping to raise our industrial efficiency. To quote: "The harder the times the more necessary this particular investment must appear. British weakness in applied science is admitted and its removal is one of the conditions for raising industrial efficiency." Thus *The Times*. To economise at the expense of technical education would appear to be suicidal.

What about an adequate supply of books, essential materials and apparatus? I know "adequate" is subject to definition but even to maintain existing supplies, if they are considered adequate, will not be easy. Quite apart from the shortage of certain materials there is the question of cost. The war left all schools impoverished in books and materials; some improvement has taken place but I do not think anyone here would consider the present supply position satisfactory. Recent price increases are likely not only to impede but may even, without extra money, prevent the adequate supply of books and materials.

We are warned by the Publisher's Association of further approaching increases in the price of books to the extent that if the financial allowances in 1952 are the same as for 1951 they will buy something less than two-thirds of the amount. Rather than economy, there seems here a strong case for increasing the grant. If we are not careful, a permanent shortage of books may become the accepted condition, yet the contribution that books can make to the welfare of future generations is beyond price. The case for Treasury action to ease the position by abolishing purchase tax—or whatever tax may take its place—on books and apparatus for school use is a strong one.

The Supply of Teachers.

An adequate supply of teachers! Once again it depends on the definition of the word "adequate." With over 30,000 classes in primary schools having more than forty on roll and over 1,000 containing fifty or more. It is very doubtful if that word can be applied to present staffing figures. The Chancellor of the Exchequer has said that there is no proposal to discharge or to cease recruiting teachers. "We need the teachers," he said, "and we value their services. We need them in order to cope with the increasing number of children coming to school and the increasingly large size of classes." But not sufficient applicants were forthcoming in 1951 for admission to the training colleges to maintain even present standards. Yet in 1949 at the age of about sixteen, some 40,000 girls passed the school certification examination, the basic qualification, and there should have been the necessary 8,000-9,000 required at the age of eighteen from these.



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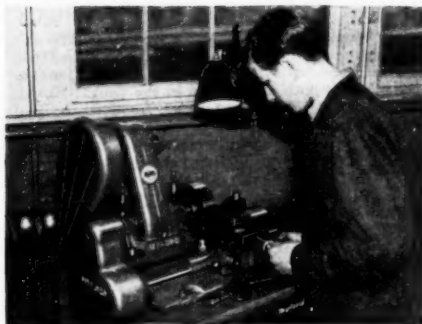
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Actually, there were some 13,000 left at school till the age of eighteen from whom to attract the 9,000. To many parents the immediate financial gains to be obtained by leaving school early greatly outweighed the deferred rewards for staying two further years and then spending two years in college. There is, it will be seen, a close link between the question of premature leavers and the supply of teachers. Many parents, however, did measure deferred rewards against immediate payments and chose other professions rather than teaching. There is no shortage of recruits for training in medicine and dentistry. The positions will certainly not be easier if reductions in awards to students are made.

The plain fact is the service of education is not sufficiently attractive, in comparison with other professions, to maintain even our present staffing standards. Two things at least could be done to make it a more attractive profession—first, the provision of a reasonable basic scale, and second, the establishment of equal pay.

It would have been difficult enough to maintain the fabric of our educational system in any case even without any cuts. If, as I have suggested, authorities cannot save 5 per cent. on the limited field suggested by the Ministry they will be sorely tempted to save in other directions despite the wishes expressed by the Minister. In fact, already in January, one local education authority decided to close all nursery schools and classes—an economy not asked for by the Minister and certainly not by parents—a second will not increase its teaching staff, and a third will actually reduce it, an economy most undesirable, with the increasing school population; yet another authority has decided to cut the expenses on dental services—an economy expressly contrary to the wishes of the Minister. Since then others have followed the same line.

The Future.

And remember Circular 242 warns authorities that further cuts may be required.

The Chancellor has indicated that there will be economies in the school building programme, as well as a number of other savings, including administrative. We cannot welcome cuts in the building programme, and the expression "a number of other savings including administrative," awaits elucidation. But we do most sincerely welcome the Chancellor's statement that no change in the period of school attendance is proposed. Let us hope the idea of a reduction in the length of school life will never be mooted again.

Let me remind you of the situation before 1944 according to a memorandum prepared in the Board of Education in 1942—a situation with which the 1944 Act was designed to deal: "The full time schooling of the children of our country is in many respects seriously defective. It ends for some ninety per cent. of them far too soon. It is conducted in many cases in premises which are scandalously bad. It is imparted in the case of some schools by persons who need have no qualifications to teach anybody anything. It is conducted under statute and regulation which emphasise social distinctions and which in general make the educational future of the child more dependent on his place of residence and the financial circumstances of his parents than on his own capacity and promise."

In those days we were able to look forward to something better—a good deal has been achieved—but that extract might almost be a picture of what lies in wait for the future. It is to be feared—in fact it has already been shown—that some authorities will respond with elephantine enthusiasm to the call for economy without caring about the immediate damage that may be done. Other more progressive authorities may well decide that economy to that extent is impossible if the education service is not to be harmed. So place of residence will determine the quantity and quality of the schooling available.

The face which our Western civilisation presents to the world is as important as the guns any savings we make may buy. To present a face scarred by mutilating education would be to lose much which can never be replaced. In education there is no standing still; but either going forward or back; there is no recovery of lost years—they are gone for ever. Lost years and educational retrogression will be inevitable if the educational fabric is harmed, if less money is spent in times of rising prices, if education is kept under a continual threat of economy.

Education for Handicapped Pupils

With the publication of "The Administration of Education for Handicapped Pupils," the seventh of a series of reports, the Advisory Council on Education in Scotland have completed their investigations into the primary and secondary education of handicapped children.

The Council have been impressed by the need for vigorous action to ensure that handicapped pupils are given the educational opportunities they require if they are to develop their own powers and make their service to the community as effective as possible. As reports have now been made on the various groups of pupils in need of special educational care, the time is past when complacent inaction can be excused.

The Council recommend that a Central Planning and Advisory Body should be formed to assist the Secretary of State and education authorities. This body should be established as a Special Committee of the Advisory Council, and should plan but not conduct or administer a comprehensive service of education for handicapped pupils. It would advise the Secretary of State about the regions to be served by residential schools and make proposals regarding their location and administration, draw attention to any inadequacy of provision, and generally co-operate freely and fully with central and local authorities.

The care and education of handicapped children, says the report, should continue to be the duty of the education authorities, and the powers which the Secretary of State and authorities now have are adequate to secure an effective system of education for such children.

Since the school leaving age of handicapped children is already sixteen, it is suggested that, when the school leaving age for ordinary pupils is raised to sixteen, the age for handicapped children should be increased or some means found for continuing their education and training beyond that age. The next Advisory Council should be given a remit on the provision of further education for handicapped children.

Furthering English Studies Abroad

The British Council has set up an Advisory Panel on English Studies to assist it in dealing with problems arising from the teaching of English language, literature and history overseas, and also with the selection of lecturers for courses in these subjects both abroad and in the United Kingdom.

The Provost of University College, London, Dr. B. H. Evans, has consented to act as Chairman of the Panel. The following have also agreed to serve: Prof. G. Bullough; Prof. H. B. Charlton; Mr. H. Sykes Davies; Prof. Keith Feiling; Prof. J. R. Firth; Dr. D. B. Fry; Prof. A. R. Humphreys; Prof. Gwyn Jones; Prof. H. Orton; Prof. B. Pattison; Prof. W. L. Renwick; Mr. A. L. Rowse; Mr. G. Rylands; Prof. C. J. Sisson; Dr. E. M. W. Tillyard; Dr. M. West; Prof. B. Willey; Prof. C. L. Wrenn.

A revised edition of the Ministry of Education's pamphlet, "Organised Camping," is now available at H.M. Stationery Office (price, 1s. 3d. net). New guidance and information is given on a number of points, including the lay-out of the camp site, the pitching and striking of tents, kitchen sanitation, and the construction of latrines and fireplaces.



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Educational Building Programme for 1952

Details of the educational building programme for 1952 were made public a few days ago by the Minister of Education (Miss Florence Horsbrugh). A revision of the programme has been made necessary by the need for financial economy, the steel shortage, and the temporary overloading of the building industry.

In explaining that she proposes to make the inevitable reductions without changing the statutory period of school attendance and without abandoning the expansion of technical education, the Minister has expressed confidence that with the help of authorities and teachers this can be done.

The first aim must be to complete projects to the value of about £120,000,000 now under construction. This will provide among other things 400,000 school places and accommodation costing about £15,000,000 for technical education. Because these projects will use up almost all the steel available in the first half of 1952, leaving very little for new work to be started during that period, the 1951/52 programme will now be closed, and a revised programme for 1952/53 compiled from the balance of the 1951/52 and the existing 1952/53 programmes. The new programme will cost about the same as the old, but the cut involved in carrying forward many 1951/52 projects to 1952/53 will fall more heavily on some areas than on others, and will mean postponing some jobs for which all the preparatory work has been done.

In order to concentrate resources on building school places to cope with major housing developments and the increasing school population, current restrictions such as the ban on major projects designed to improve existing

schools will be maintained, and the following changes in building policy made.

First, new, and where possible, existing secondary schools will have to house more classes than the number for which the school is designed. For example a school with twenty-six teaching spaces designed for twenty classes can, with some inconvenience, take twenty-four. Secondly, authorities are to secure the fullest possible use by older children of the places that will become vacant in primary schools after September, 1956, as the primary school roll passes its post-war peak. According to local circumstances this can be done by converting primary schools into temporary secondary schools, or by using primary school accommodation as an annex to a secondary school, or, in particular, by postponing the age of transfer to the secondary school by not more than a year. Thirdly, some authorities who had been planning to build new schools for their extra children will have to make do with temporary additions to existing schools or by transporting children to schools which have spare places.

In Further Education the expansion of technical education is to be continued, but as technical colleges often need much steel, the existing programmes will have to be much reduced. The new programmes are to be restricted to facilities for the more essential industries such as mining, engineering, textiles and building. There will be no new building for courses such as commerce, catering, art, and printing. Authorities are also asked to reduce their building programmes by switching existing accommodation from less essential purposes even if this means closing down existing courses.

Cuts in the building programmes for other services are also announced. With certain exceptions, work at community centres, village halls, youth clubs, and similar institutions must be restricted to maintenance, and a ban on the development of playing fields (other than for new schools) will be imposed on 1st July.

The Minister emphasises that the shortage of steel is the main factor limiting educational building in 1952, and announces various measures designed to encourage authorities to use steel even more economically than at present.

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Parents Choice

To the Editor of the SCHOOL GOVERNMENT CHRONICLE.

Sir,—I note that, in the December issue of your journal, under the heading, "Parent's Choice," you state: "Welsh, like Esperanto, which some grammar schools teach, may be of singularly little real use or value to some of the pupils who are compelled to study it for three years of their grammar school course." It seems to me an anomaly to compare Welsh, an example of extreme nationalism, with Esperanto, a neutral, auxiliary, international language, which continues to spread and has been used since the war at Esperanto Universal Congresses held in Switzerland, Sweden, France, England, and Germany, with an average attendance of 2,000 Esperantists from thirty different countries. Here in the North of England, I have had the pleasure of meeting individual Esperantists from Poland, France, Holland, Norway, Sweden, Switzerland, Yugoslavia, Czechoslovakia and Germany, the latter two within this last month.

Yours truly,

ALBERT NEIL,

NEWCASTLE ESPERANTO SOCIETY.

Hon. Secretary.

From Frederick Warne and Co. come five new titles in their "Playlets for Children" series by Mary Barrett, entitled *The Dragons who Dared* and *A Rose for a Queen*, suitable for lower junior school pupils; *Christmas Eve*, *The Enchantress* and *Dream Holiday* for pupils of eight to eleven. The price of each is ninepence net.

Mr. Butler on the Cuts

Replying to the many score statements which have been made in connection with the 5 per cent. economy cut in education, the Chancellor of the Exchequer, in his speech to Parliament on January 29th, said:

"The Minister of Education has been accused of dreadful things on the score of her recent request to local education authorities to reduce their forecasts for next year by about 5 per cent. overall. Watching, listening and reading of the hue and cry which has been going on, I have wondered at the lack of faith of many of my own educational friends. This Government have always believed with Disraeli that, 'Upon the education of the people of this country the fate of this country depends.'"

"The Minister of Education and the Secretary of State for Scotland will maintain the essential fabric of education. In particular, they do not propose to change the period of school attendance. Surely there is some room for economy without doing vital damage to the service. The necessary measures will include economies in the school building programme, and a number of other savings, mainly administrative."

"We do not propose to discharge or to cease recruiting teachers. Anybody who knows about education knows that salaries are the major expense in education. We need the teachers and we value their services. We need them in order to cope with the increasing number of children coming to school and the increasingly large size of classes. In order to meet difficulties in school building, particularly in regard to the shortage of steel, which is affecting this building programme like everything else, the Minister of Education proposes to ask authorities to make more economical use of school premises and to have more flexible arrangements in the age of transfer to secondary schools. Similar action will be taken by the Secretary of State for Scotland. This is better than cutting the school age at the top or sending children to school later."

"In speaking on the dental service the Chancellor referred to the shortage of school dentists, and said that at present there was in the school service only about one dentist to every 8,000 children, but as a result of proposals for charges, which he outlined, to apply to others than children, more dentists' time should be freed for the local school service."

On the day following Mr. Butler's statement to Parliament a joint meeting was held in London of representatives of the Executives of the National Union of Teachers and the Educational Institute of Scotland, after which this statement was issued:

"This joint meeting of representatives of the Executives of the National Union of Teachers and the Educational Institute of Scotland expresses its relief that the Government have decided to maintain the present length of school life. The meeting believes, nevertheless, that strenuous efforts must be made by both the Government and the local education authorities to provide the necessary buildings and staffing in order to prevent serious deterioration in educational standards."

"The joint meeting welcomes Mr. Butler's statement that more teachers are needed to keep down the size of classes and to educate the increasing numbers of children seeking admission to the schools, and hopes that local education authorities will bear this in mind and employ all the teachers available."

"The joint meeting shares the Chancellor's concern that the school dental service is grossly understaffed."

"The joint meeting notes the Chancellor's observations on the school building programme, on economies in administration and on flexibility in the age of transfer between primary and secondary schools, regrets the lack of detailed explanation on these points, and urges the Government promptly to clarify its intentions."

National Certificates in Commerce

The Report of the Special Committee on Education for Commerce, appointed by the Minister of Education in 1946, under the Chairmanship of Sir Alexander M. Carr-Saunders, recommended a reconstitution of the Joint Committee responsible for the administration of National Certificates in Commerce.

This has now been done and revised arrangements and conditions for the award of National Certificates in Commerce have been agreed and are set out in Rules 104 (Revised January, 1952). The Notes for Guidance of establishments have also been amended and should be read in conjunction with Rules 104.

The major change brought about by the revised Rules is the award of the Ordinary National Certificate after a course of two years' duration and of the Higher National Certificate after a further three years' course.

The new arrangements will become operative with effect from the beginning of the educational year 1952/53 and authorities and governing bodies are asked by the Ministry to review their existing schemes in the light of the revised Rules 104 and Notes for Guidance and to submit new schemes to come into operation not later than September, 1952.

Brighton Education Committee is to ask the finance committee to consider employing outside experts to report on the town's educational expenditure.

Mr. J. S. B. Boyce, Assistant Education Officer for secondary education in Hertfordshire, has been appointed Deputy Director of Education for West Sussex, to succeed Dr. C. W. W. Read, who has been appointed Director of Education.

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Rewards and Punishments in Schools

Teachers against Abolition of Corporal Punishment

The full evidence obtained in a nation-wide inquiry into rewards and punishments in publicly maintained schools is given in a report* just published by the National Foundation for Educational Research in England and Wales. The report was prepared at the invitation of the Ministry of Education and is based on researches carried out for the Foundation by Mrs. M. E. Highfield, Ph.D. and Mr. A. Pinsent, M.A.

Should Corporal Punishment be abolished?

Although most teachers use corporal punishment only when other disciplinary measures have failed, they are nevertheless definitely against its total abolition. In a sample of 724 teachers, representative of all shades of opinion, 89.2 per cent. consider that corporal punishment as a last resort should be retained in schools. Only 5.6 per cent. think that all corporal punishment should be abandoned, and only 3.5 per cent. are in favour of it being made illegal.

Almost all teachers feel able to justify corporal punishment, after other means have been tried and failed, for malicious destructiveness, wilful disobedience and bullying. More teachers than not, however, are against the use of corporal punishment, even as a last resort, in cases such as laziness, persistent carelessness, and apathy.

Men teachers as a whole, regard the use of corporal punishment more favourably than do women. Older teachers are more favourable to its use than younger. This suggests that traditional views about discipline and the inevitability of corporal punishment are changing, though the difference between the youngest and oldest groups is more marked among men teachers.

Type of locality influences opinion. Teachers in rural schools are less in favour of corporal punishment than teachers in urban schools. Moreover, in the more highly populated urban areas, the local education authority's regulations for the control of corporal punishment contain a larger number of clauses restricting the use of severe punishments. This suggests that the most difficult teaching conditions obtain in those areas.

Which Rewards and Punishments are most Effective?

972 teachers and 7,314 pupils in ninety-four secondary schools were asked to put twelve rewards and fifteen punishments in order of effectiveness.

There are marked differences of opinion between staff and pupils about rewards. "Election to positions of authority," and "public praise," are ranked high by teachers, but low by pupils who prefer as rewards "a favourable report for home" and "marks for term or house in class work."

Boys dislike most: "unfavourable report for home"; "deprived of games"; "sent to head"; "cane or strap." Masters agree that these are the most effective punishments, but put "cane or strap" at the top of the list. Mistresses and girls agree on the effectiveness of "unfavourable report for home"; "deprived of games"; "sent to Head."

On the other hand, all pupils are relatively indifferent to "detention" and a "good talking to in private," while teachers set a good deal of store by these punishments.

How Effective is Corporal Punishment?

Teachers' estimates of the effectiveness of corporal punishment vary with their sex and status, men putting a much higher value on it than women, and Heads being

rather less in favour than assistants. Within all groups there is also a marked lack of unanimity, headmasters showing greatest disagreement among themselves.

Among pupils, girls dislike corporal punishment much more than boys do, but there is wide disagreement among boys themselves. There were 25 per cent. who disliked it intensely, and another 25 per cent. who were relatively indifferent.

Corporal punishment is considered by all groups of teachers to be much more successful in dealing with actions implying defiance of regulations or producing noise and disorder, than with behaviour which they regard as due to psychological disturbance, such as lack of concentration, cruelty or indifference. Moreover, it is reported to be relatively ineffective when the standards of home and school conflict.

Of twelve deterrents, corporal punishment was among the least used with persistently difficult pupils, but it was also reported as being the most effective. Generally, the more effective the deterrent, the less it is used, i.e., the more powerful punishments are resorted to only when milder ones have failed.

What Constitutes a Difficult Child?

The proportions of really difficult children found in different types of school were as follows: Primary, 9.1 per cent.; Secondary Modern, 6.9 per cent.; Secondary Technical, 4.6 per cent.; Secondary Grammar, 4.0 per cent. The proportion is higher in urban than in rural areas.

A group of 6,492 difficult children were compared with the same number who were relatively well adjusted. The difficult were distinguished by such traits as lack of perseverance, poor concentration, carelessness, indifference, obstinacy, rebellion, apathy and spasmodic effort. With some of these traits both rewards and punishments tended to fail. In particular, corporal punishment tended to fail in cases of lack of perseverance and poor concentration. The teachers' most acute and persistent difficulties thus arise from a small minority of pupils, many of whom are suffering from emotional disorders requiring special treatment.

What Reforms do Teachers Favour?

Of twenty reforms commonly advocated to arouse zeal in school work and to improve children's behaviour, the five marked highest by the teachers consulted were: stricter home discipline; smaller classes; more and better provision for retarded children; more special schools for persistently difficult children; improved training of teachers in psychological observation and early detection of emotional difficulties.

What is the Experience of Schools in which Corporal Punishment has been Voluntarily Abandoned?

A study of thirteen schools in which corporal punishment has been voluntarily and successfully abandoned suggested that the essential conditions were (1) Competent staff convinced that corporal punishment is not essential in controlling children, (2) Curricula and teaching methods modified to suit individual capacities, and to make work more purposive, (3) Close co-operation between home and school.

British Railways are to build a school for training apprentices at Crewe, Cheshire. It will be adjacent to the locomotive works and will become the "nursery" supplying the locomotive and other technical departments with some 270 apprentices each year.

* "A Survey of Rewards and Punishments in Schools"; Newnes Educational Publishing Co., Ltd. £2 2s. 6d.

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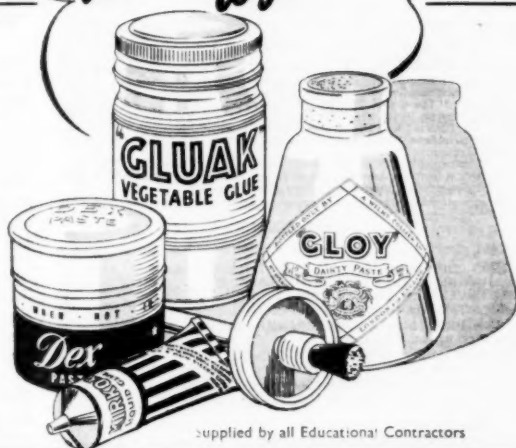
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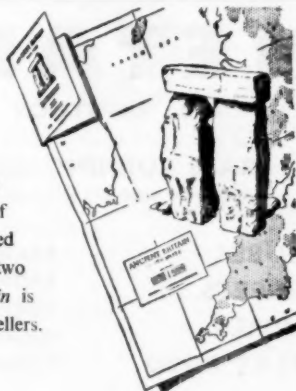
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The
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No. 3319

FEBRUARY, 1952

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CONTENTS

	Page
"THE EDUCATION OFFICER MUST HAVE COURAGE AND JUDGMENT, AND BE ABLE TO LEAD"	227
THE DEVELOPING CRISIS IN EDUCATION	230
EDUCATION FOR HANDICAPPED PUPILS	232
EDUCATIONAL BUILDING PROGRAMME FOR 1952	234
MR. BUTLER ON THE CUTS	235
REWARDS AND PUNISHMENTS IN SCHOOLS	236
MONTH BY MONTH	238
OUR CHILDREN HEALTHIER THAN EVER BEFORE	241
HEADMISTRESSES' AND HEADMASTERS' EMPLOYMENT COMMITTEES	242
APPOINTMENTS	244
DOMESTIC SCIENCE IN SWITZERLAND	246
FILM STRIP REVIEWS	248
BOOK NOTES	250
GEOGRAPHY IN DIORAMA FORM	252

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Month by Month

A Nation in Mourning.

THE KING is dead. To a nation passing through troublous and disturbing times, came suddenly this month this further shock, one which brought deep sorrow to every loyal heart in the great British Commonwealth of Nations, which to-day, mourns the passing of its greatest servant, and surely, the most unselfish of a long line of illustrious monarchs. Called unexpectedly to the throne, King George VI assumed a difficult task at a difficult time and gave to the nation devoted and unstinted service. Of a naturally retiring disposition, he never sought aggrandisement. Indeed, his greatest happiness was in the bosom of his family, but, in bringing a rare humility to the burden of kingship, he brought also a dedication of his life to his people. From the day he mounted the throne of his dearly beloved father, he kept that model of an earlier devoted life before him. He set himself firstly to heal whatever breach in a great tradition of service might have been caused by the circumstances under which he assumed his high office, and, secondly, to carry on the family conception of kingship established by King George V and Queen Mary. He succeeded beyond measure, while mastering the early handicap of a speech impediment and a constitution that was never robust. He commanded his body to match the greatness of his heart. For over fifteen years his spirit triumphed. During the years of the nation's greatest travail, he stood steadfast, suffering with his people, never leaving his inherently solitary post, and he grew to a stature of goodness which enshrined him in every heart throughout the Commonwealth, and, we believe, wherever English is spoken. But solitary as the great duty of monarchy is, King George VI yet had the never-failing support and cheerfulness of his gracious Queen to buttress his determination. Their union was blessed with two children, one of whom must now take up a great burden, and so was carried into the minds of his people a graceful picture of a happy family and a benevolent father which is the very basis of our civilization and Commonwealth.

At this time of national mourning, everyone connected with the educational services of this country and of the Commonwealth will join with us in extending heartfelt sympathy to every member of the Royal Family, and to Queen Elizabeth the Second the loyal hope that she may find the strength in God to fulfil the vow she made on her twenty-first birthday:

I declare before you all that my whole life, whether it be long or short, shall be devoted to your service and the service of our great Imperial family to which we all belong, but I shall not have strength to carry out this resolution alone unless you join in it with me, as I now invite you to do. God help me to make good my vow, and God bless all of you who are willing to share in it.

The King is dead. Long live the Queen!

Educational Expenditure.

No apology is needed for a further note on reductions in educational expenditure. Opinions expressed in the national and provincial press and even the action of certain local education authorities betray an ignorance

of the real purpose of Circular 242. Speaking at Harrogate on the 26th January, the Minister of Education again made it clear that she had not asked for a reduction in educational expenditure but for a reduction in the forecasts of expenditure for 1952-53 which local education authorities had already submitted. "I want local education authorities" she said, "to aim at a target of a 5 per cent. cut on their forecasts of next year's expenditure." It is for those engaged in educational expenditure to explain that the achievement of such economy may be a very different thing from a reduction on the estimate for 1951-52. Miss Horsburgh recognised that the amount of savings which authorities might be able to make "without damaging the essential structure of the education service" would vary from area to area. Some areas might be able to do more, some less, than 5 per cent. Each area should make some contribution to the total national economy. The Minister did not add—but it seems logically to follow from her remarks—that if some authorities can achieve more than a 5 per cent. reduction, others less, there must be some authorities which are quite unable to make any reduction whatever. It still remains true that something like 80 per cent. or more of educational expenditure is excluded from reduction by the terms of Circular 242. Where, therefore, the cuts have to be made (or, perhaps, cannot be made), the figure would be nearer 50 than 5 per cent. The Minister complained that "in spite of repeated exhortations" administrative costs had continued to rise. She even threatened to limit her responsibility for grant on administration. She might have admitted that the rise in administrative costs was in no way disproportionate to the expansion of the service administered and that the charges generally were beyond the authorities control.

Some confusion too, is created by the use and misuse of the new and much loved metaphor of a "target." The 5 per cent. reduction has been frequently referred to by the Minister as a "target," but she also said—

Whether it can be achieved or not will depend on the aggregate savings of 146 separate authorities after they have reviewed the whole field of their expenditure.

Clearly then it is not a target at all. One misses a target by aiming too high as surely as by aiming too low. What is now clear is that an aggregate saving on forecasts of 5 per cent. is desired. Meanwhile, as the Minister herself has admitted, some authorities have made "indiscriminate cuts" in the very services which the Minister advised should be excluded from the operation. No local education authority, so far as is reported to date, has succeeded in making the reduction proposed in Circular 242.

Other Economies. ALREADY the singling out of Education from among all local services for submission to the Butler Axe has had strange results. Salaries, staffs, administrative expenses generally are kept down to a lower level in the education departments of some local authorities than in any other department. This has in some, though happily only a few, cases meant that the officer whose salary is wholly chargeable to local rates because he is engaged in a non-grant-aided service is more highly paid for perhaps very much less responsibility than the officer in the education department. In other words it pays

not to be grant-aided. Where this attitude prevails the education service operates under conditions which are inequitable and indeed wholly unjustifiable. The singling out of education also means that economies are not being sought elsewhere. Has any comparison been made public of the cost of local fire services say in 1932, 1942 and 1952? Has any consideration yet been given, as is allowed under the act, to the new departments established under the Children Act? Even within the education service itself, it may be questioned whether the abolition of charges has not gone too far, having regard to present financial circumstances. A really impartial investigation into the school milk service might also be usefully made.

Recruitment of Teachers.

It must now be evident that for many years to come the statutory school leaving age will remain at fifteen. There were until recently educationists who believed, feared or imagined that Government intended to reduce this age. Their fears have been allayed by the statement of the Chancellor of the Exchequer that neither in England nor in Scotland is proposed "to change the period of school attendance." Clearly this is the most that we may hope for. The Butler Act nevertheless provides for the extension of compulsory education to the age of sixteen. Only thus can anything like a system of secondary education, with variety of types of schools and equality of opportunity for pupils of equal ability, be created. Yet the burden of providing all the teachers required by all kinds of schools can no longer be borne solely by the "grammar" type of



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secondary schools. More and yet more teachers are needed. It has long been recognised that there is good material in the "modern" secondary schools. The Emergency Training Scheme proved, if proof were needed, that ex-grammar school pupils are not the only people with ability and aptitude for teaching. Mr. E. O. Robinson has drawn attention to the potential teachers in modern schools in a letter to the *Times Educational Supplement*. Many such pupils in his opinion have an educational background which gives them a desire to qualify for teacher training but they are denied the opportunity of taking the General Certificate. He assumes the continuance of the present arbitrary age limit of sixteen for that examination, which one may surely hope will now be swept away. In any case, as the writer pointed out, there is no upper age limit for the examination. It is really the problem of bridging the gap "between leaving school at fifteen and entering a training college at eighteen. The Nursing Profession faces the same problem and tries where it can to solve it by recognised pre-nursing courses, which are really pre-nurse-training courses. What is needed then are recognised pre-teacher-training courses.

Provision should be made for pupils whose records at secondary modern school suggests that they have the necessary ability, or who are capable of passing a satisfactory entrance test, to go to a special course, or even school, where in the three years available, they would work for the ordinary level of the General Certificate of Education examination in certain subjects, or, in other words, receive a kind of vocational academic training.



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The words "or even school" are significant. Such schools could be established to serve fairly large areas, with adequate accommodation for boarders. They need not be confined entirely to intending teachers, but such a special purpose would be justified. Its recognition would indeed help to establish the right type of curriculum and training. It is possible to exaggerate the dangers of vocational isolation, particularly at this early age. The establishment of a few boarding schools of this type for pupils aged fifteen to eighteen would be an experiment well worth making.

Teachers' Salaries.

At the month end the Teachers' Panel of the Burnham Main Committee announced that they had met on the 21st January and considered the Minister's reply to their request that she should intervene on their behalf "to resolve the difficulty arising from the rejection by the Authorities' Panel" of the teachers' claim for yet another salaries increase. The Minister advised the teachers to make further efforts to reach agreement. It is not therefore surprising to learn that the Teachers' Panel decided to approach the Authorities' Panel again. The Minister's action cannot easily be reconciled with her economy circular and speeches. Whereas many civil servants and local government officers have been passed over again and again in the matter of salary increases and have no assurances that their present salaries will not in a few years time again lag far behind the cost of living, teachers are more fortunately placed. Come what may they are assured of tri-annual reviews of their salaries. Their present agreement was entered into only a year ago and became effective only as recently as ten months ago. As Dr. Alexander has stated "before the ink was properly dry on the present report certain of the Associations of Teachers represented on the Teachers' Panel started agitations for a new claim to be lodged." Within thirty days of the operation of the new salaries, pressure for yet another increase began. Teachers do much to alienate the respect which they have otherwise earned by such action. Teachers know that since April last they have received salary increases which are by no means inconsiderable. They know, too, that they are able now to prepare their case for new salary scales for 1954. The assurance that their salaries will be revised and that the present scales *must* terminate on 31st March, 1954, is surely something for which teachers may well be envied by other professional workers. Is it too much to suggest that the present salary agreement should run its course?

Burnham Teachers' Panel

The Teachers' Panel of the Burnham (Main) Committee met in London on January 21st and considered the reply received from the Minister of Education to the teachers request that her good offices should be used to resolve the difficulty arising from the rejection by the Authorities' Panel of the teachers claim. That claim was for a revision of the basic scale of salaries because of the increased cost of living.

The Minister advised the teachers to make further efforts to reach agreement. In the light of this advice and of new information now available, the Teachers' Panel decided again to approach the Authorities' Panel with a request that a meeting of the Burnham Committee be called as early as possible to review the situation.

Our Children healthier than ever before

Report of Chief Medical Officer of Ministry of Education

The children of to-day are healthier than ever before in our history. This is stated in "The Health of the School Child," the report for 1948-49 of the Chief Medical Officer of the Ministry of Education. The statement forms part of a tribute by the present Chief Medical Officer, Sir John Charles, to Sir Wilson Jameson, who was Chief Medical Officer from 1940 until retiring in 1950. "We who have worked with him are anxious that his part in helping to bring about such a state of affairs should not go unrecorded," writes Sir John.

The numbers of under-nourished school children was now so small that school medical officers did not consider that the subject called for special mention. Some of them, however, gave data on heights and weights. Between 1939-49, London school children gained an average of $\frac{1}{2}$ -in. in height and $1\frac{1}{2}$ -lb. in weight. A striking feature was that the changes in height and weight were proportionate. While the greatest improvement had been in districts above average, in 1938, there had also been a definite improvement in the worst areas. Children were not merely taller and heavier than their parents were, but were members of a generation altogether of greater physique. Figures relating to five-year-old children in Wolverhampton showed that girls gained an average of over $\frac{1}{2}$ -in. in height and more than 8-lb. in weight between 1939-49; boys gained an average of nearly $\frac{1}{2}$ -in. and $\frac{1}{2}$ -lb. during the same period. Weighing machines in senior schools in this area were no longer adequate for pupils in their last year.

During the period 1939-49, the school meals service multiplied roughly seventeen times and had changed out of all recognition. With restrictions on the building of new canteens, the report suggests concentration on stabilizing and improving the existing service. The development of training courses for staffs at all levels is proposed. The lack of courses for women who serve the meals was unfortunate, particularly since reports on food poisoning frequently attributed the trouble to lack of knowledge in the canteens.

Figures for October, 1949, showed that 53.2 per cent. of the children present (2,851,000) took school dinners, and that there were 23,000 canteens serving 27,000 schools. 1,950 schools were then without school meals facilities. In addition, 86.9 per cent. (four and two-thirds millions) of the children present took milk in school. Over 98 per cent. of the milk was either tuberculin-tested or pasteurized.

During 1948, 96,262 school children had tonsil operations. The following year the figure fell to 69,449. The large number of operations in 1948—the figure was only exceeded in 1929-30-31—was mainly due to the widespread poliomyelitis epidemic in 1947. This caused the postponement of operations which would have been carried out in that year. The report stresses that tonsillectomy is hardly ever an urgent operation and that only cases in need of urgent treatment should be referred to hospital for operative treatment. It was becoming increasingly realized that tonsillectomy was not a trivial operation and should not be treated lightly. Cases that were not urgent should be kept under observation for at least three months before being referred to a surgeon.

All cases put on hospital lists should be examined periodically since experience has shown that many who had been on a waiting list for a long time no longer required treatment. It was more important to deal safely and efficiently with a few children than to operate on large numbers, many of whom were in no need of urgent treatment.

The serious effect of the national health service on the school dental service is discussed. Because of the higher incomes obtainable under the new general dental service,

many school dentists resigned to enter private practice. By the end of 1949, the number of school dental officers was 884 (equal to 732 full-time officers), compared with 1,063 (921 full-time) in 1947. In eighteen months, the service had lost one fifth of its strength and was back to its war-time position.

There were signs in some areas that the improvement in the teeth of school children during and just after the war was on the wane. One report suggested that sticky buns given by mothers to restive young children was the possible cause of "the deplorable teeth so often seen in children between 5-7 years."

Nearly 450,000 school children (8 per cent. of those on the registers) were found to be in a verminous condition in 1949. This was "profoundly disappointing" and showed no improvement on post-war years. In 1948, over $\frac{1}{2}$ million school children—probably more than half those on the registers—were medically examined or re-examined, other than for dental disease or verminous condition. The incidence figures for the various defects showed no major change from those shown in 1947, though increases in the number of cases of defects of vision and speech needing treatment were recorded.

The new outlook on physical education is commented upon and the growth of interest and skill in athletics noted. In Wales, athletics had made considerable headway where hitherto progress had been slow. The Midland and South-Western Divisions also reported an increase in the popularity of athletics; in the North-Western Division it was "probably the one aspect of physical education in which improvement was most obvious."

Area reports from organizers of physical education showed that progress had been made in the schools during the two years under review. One area stated: "We have travelled

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far from the day when the whole school as a unit took part in a daily period set of exercises." Taken as individuals and not as a class unit, infant children in this area "seemed more skilful, active and venturesome than formerly." The "profound effect" that emergency trained teachers had had on developments in physical education is emphasized in a report from another area.

The report contains a special chapter on the problems of diabetic children. England is believed to be the only country in the world providing hostels for these children, but the report stresses that while such accommodation is indispensable for a minority of diabetic children, the great majority should remain at home since there was no substitute for a good home. The report also contains chapters on the co-ordination of the school health service with the National Health Service, the treatment of defective vision, and the prevention of tuberculosis in school children.

The cost of the school health service and special schools, which was £10,194,000 in 1947-48, fell to £9,234,000 in 1948-49.

Headmistresses' and Headmasters' Employment Committees

On January 24th the Headmistresses' Employment Committee and the Headmasters' Employment Committee met for the last time. For over thirty years these Committees have provided a careers advisory and employment service for boys and girls from public and grammar schools in London and the Home Counties. They are finishing because their functions were taken over by the local education authorities from February 1st.

The Committees were formed in 1918 largely to meet the need for a central organisation which would give reliable and up-to-date information about opportunities in industry and commerce and to organise a system of careers advice to young people who had been at school until they were sixteen or beyond.

From small beginnings the work of the Committees has grown until it has reached the position in which advice has been given to over 5,000 boys and between 4,000 and 5,000 girls each year. The policy of the Committees has been guided by long established principles and their service has been at the disposal of all boys and girls who have continued their full time education beyond sixteen.

During its lifetime the Headmasters' Committee has found openings for 37,000 boys from public, grammar and secondary schools in banking, insurance, shipping, merchanting, transport, government and municipal service, manufacturing and industrial firms, wholesale and retail houses and in technical and scientific institutions.

The majority of placings by the Headmistresses' Committee has been in clerical and secretarial work but other placings made show the wide range of occupations open to girls. These placings have included meteorological assistants at the Air Ministry, trainee doll and toy designer, poultry farm assistant, trainee tricolourist, cookery demonstrator, secretary shorthand typist to a senior administrator at the B.B.C., clerk with languages for continental booksellers, trainee potter and editorial trainee.

An outstanding feature of the work of the Committees has been the emphasis on the advisory aspect of the service. Many of the boys and girls interviewed by the Committees staff have, in consultation with the Headmaster or Headmistress, been advised to continue their education or take some kind of vocational training. A large number of young people with ability have been introduced to careers in the scientific and learned professions.

The Headmasters' Committee has served some 230 schools and 6,000 employers, and the Headmistresses' Committee 300 schools and 4,000 employers.

Miss E. Strudwick, retired Headmistress of St. Paul's

Girls School, was Chairman of the Headmistresses' Committee, and Mr. J. McGill Clouston, Headmaster of St. Clement Danes Grammar School, Chairman of the Headmasters' Committee. Miss Strudwick had held office continuously since 1929.

The Minister of Labour and National Service (Sir Walter Monckton) gave a reception to members of the Committees on the closing day to mark the Ministry's appreciation for what they have done during the past thirty-three years.

Rural Education in Northern Ireland

A report on Rural Education by the Northern Ireland Advisory Council was published last month-end by the Ministry of Education, in the course of which the Council make it clear that they did not regard it as their function to suggest alterations in the rural curriculum which would stem the drift from the land. They felt, however, that if improvements in rural education and in the amenities of the country side were effected in the near future, this drift would ultimately cease.

"Our main difficulty," states the report, "has been in our attempt to make proposals that are possible of acceptance and fulfilment within a reasonable number of years. There are many changes that we think desirable, often highly desirable, but extravagant when account is taken of our present economic state. We would, for example, like to see every school of reasonable size, primary and secondary equipped with a gymnasium and swimming bath and teachers available to instruct the children in their use. But to make a recommendation of this kind would, we think, be futile and could well throw into discredit recommendations which merit urgent consideration."

The report expressed dismay at the state of many rural school buildings, and urges that every effort be made to bring rural school buildings, their grounds and their equipment up to the level of the best modern standards as soon as possible, and that material aids of proved educational value such as libraries, film projectors and radio should become as freely available in the country as in the town.

On the subject of teachers, the Council feels that the material prospects of teachers in country areas should not be inferior to those teachers in the towns, and are of the opinion that special financial or other inducements should be devised to attract a reasonable share of the best teachers to rural schools. They recommend that the basic course of training for teachers should include material suited to the needs of those who may choose to work in rural areas, and that good houses be made available near rural schools, at least for principal teachers.

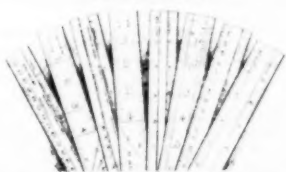
After dealing in detail with Primary, Secondary and Further Education, the Council says, in conclusion:

"Our consideration of the problems inherent in the provision of education for children and young people living in rural areas has shown that the equality of opportunity sought by the 1947 Education Act as a first requirement in the new system cannot be achieved unless the principle of uniformity, in facilities and methods, is put aside. The needs of country dwellers must be met by a system which is as characteristic of the countryside as the present system is of the towns and cities."

To bring the children conveniently to school, to keep the schools healthy and comfortable, to secure the services of teachers who will find in the countryside both home and text-book, to bring to the rural industries a succession of knowledgeable and interested workers, to help the homemaker to blend modern efficiency in housewifery with the traditional domestic arts, and to provide a nucleus of social and cultural activities for adults upon which a sense of community can develop—these are the special problems of the countryside to which answers must be found."

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The Chief Officer and Selection

The desirability for the Chief Officer to be responsible for the selection in the case of the lower and for his "close concern" in the case of the higher grades demonstrates that variety in procedure which is one feature, not necessarily a commendable one, in the local government of this country.

There are evidently Chief Officers whose powers of selection are limited to the advice given to a Sub-Committee. They are of that class who also serve but only sit and wait. But if this type of Chief Officer is only to be regarded as a fount of advice or administrative wisdom, what is the relative position of the Divisional Officer?

The Divisional Officer

According to the Ministry of Education Circular 5 of September 15th, 1944, the functions of the Divisional Education Officer should include *inter alia* the following: "to act as the Chief Executive Officer and Clerk of the divisional executive and generally to give it such advice as it may require." His administrative and supervisory duties may include the oversight of from 600 to 1500 persons employed in a part-time and full-time capacity and yet he may possess a much lesser power of independent action, in the appointment of staff, than a charge hand or a foreman in a factory.

The Good Old Days

In the good old days there existed the practice of paying the Town Clerk a lump sum and expecting him to provide his own staff, hence arose a class of shabby genteel individual who was made to work hard, was paid little but lived in hopes—one of the hopes being that at a later stage he would be able to succeed to a similar major post and continue the prevailing practice. A survival of this custom exists in towns where Town Clerks are permitted to engage articulated pupils, the method of payment being by the pupil himself, or as a variation from this, by the County Borough on his behalf. In both cases the Town Clerk has a decisive say in agreeing to the appointment and even in these days, in the appointment of staffs of the lower grades in his department, he would consider it to be the normal procedure to issue the advertisement, draw up the short list, interview the candidates, make the appointment and report his action to the Committee in due course—and his action would be accepted—without question. And to a large extent the procedure adopted by the Town Clerk would be similarly pursued by the Treasurer, perhaps in some cases to a lesser degree. It is true that neither of these officials directly controls the manpower numbered in the departments of Education or Civil Engineering and the incidence of appointments may be few and far between.

Responsibility and the Education Department.

In the case of the Education Department the degree of responsibility for personal selection varies enormously. At

one end of the scale the Divisional Officer may actually select the required candidate and report his action to his Committee, whilst at the other, he is not entrusted with the appointment of an office boy. He may "set on" supply teachers and perhaps school cleaners and that is the measure of his trust. For all others he must be "assisted" by the presence of two or more of his Committee Members who usually revel in the task of giving someone something, if it is only a job.

Spheres of Influence

It is indeed most interesting, and in some cases elevating, to compare the relative spheres of influence of Divisional Officers. To some extent these spheres are affected by traditional custom, some by political colour, some by the qualitative class of elected representative. The managing director type of representative will adopt the attitude of agreeing to help in the selection of an official of some standing, but will refuse to be concerned with appointments of a type which he would normally leave to his foreman.

On the other hand, other members will consider it their province to make all appointments, even down to the lowest level. For this reason the official knows the risk likely to be run by him if he strays into the selection "preserves of a caretaker or a handyman." Quoth one official, "I once appointed a handyman and when it was duly noted in the minutes it caused such a storm in Committee that I decided to lay off handymen and such ilk for all time. Now I sit by and just watch and it is refreshing to see other folks enjoying themselves." His contention was borne out by others who confessed that they might fall for some things, but not for the selection of caretakers and this state of affairs also holds in the selection of workmen of the grade of assistant school-keepers and groundsmen.

Some officials may select up to the grade of APT(4), some are restricted to the General Division or Clerical Grades. Some may only select the lowest grades of the Schools Meal staff, some may select no-one, not even the short list. In other reaches an official may be permitted to play a prominent part in selecting officials at £1,000 per annum, whilst in his own post he requires a bodyguard, presumably to ensure that he does not appoint his friends and expends the public money wisely.

Traditional Procedure

Tradition and the party system are responsible for the survival of procedure which might be used to better advantage or abandoned. Small towns have been known to assume a state of turmoil over the appointment of an office boy or a junior clerk. Canvassing has been rife, meetings have been lengthy and adjourned, and party tempers have been roused and frayed and threats have emerged to the effect that "when we have our innings we shall show you how to bat." And some of the feeling evidently still endures, so much so that some officials actually make a point of suggesting that the Sub-Committees charged with the task of selection shall be representative of both sides, having in mind that there may arise a ruler who knows not Joseph, and it is wise to be strictly impartial.

Open Doors

Generally it has been customary for selection Sub-Committees to function behind closed doors and to report their proceedings to the parent Committee in due course. But in some areas it was a custom of long standing for the persons on the select list for senior appointments to appear before the Council. Accordingly these persons would be afforded the opportunity of addressing the Council and answering questions, relevant or otherwise, before an elective audience and a gallery to which the public had been admitted.

This was the usual practice adopted by some Education Committees concerning the appointment of Head Teachers, whose colleagues made a special point of being present to hear the answers to the questions fired at the candidates

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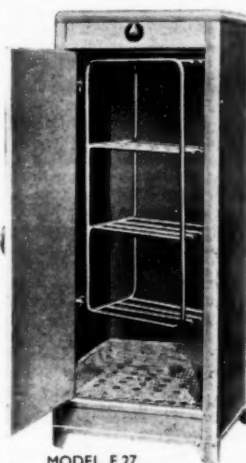
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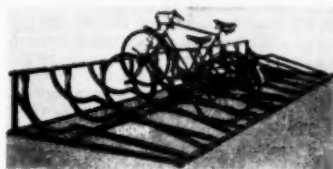
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by the Chairman and others. This procedure was probably a relic of the examination system indulged in by the older Universities which still insist on a public *viva-voce*.

Whither?

Whither does all this time wasting procedure lead? There may be safety in numbers and wisdom among sheep heads but when all matters are taken into consideration the chief executive officer has to rely upon whoever is appointed to blend with his colleagues in promoting and maintaining a spirit of harmony. He has to work with him, possibly to train him. He ought to know the type and quality of officer required and the duties he has to perform, hence he should have a great deal to say in selecting him. Most people consider themselves capable of functioning adequately as members of a selection Sub-Committee, some seek advice, others "know." A detailed report on the practice and procedure adopted in centres of Local Government would make interesting reading and indubitably raise a smile among business men upon hearing the claim "that the Education Service of a Local Authority has the scope of a major business undertaking." They would soon understand why thirty years ago the local Government Service was a career but is now rapidly approximating to an escape.

Domestic Science Teaching in Switzerland

Housecraft teaching was among the subjects dealt with in a lecture last month by Miss Kathleen E. Piatt, holder of the 7th Caroline Haslett Trust Travelling Exhibition, when she spoke on "Ideas from Switzerland," at the Institute of Electrical Engineers.

During her stay in Switzerland Miss Piatt visited the Housecraft Colleges at Berne and Zurich, and attended housecraft classes for students and adults.

With the entrance of Swiss women into the business life of the country during the early part of this century, said Miss Piatt, it was found that the General Schooling and training for a Profession or Trade occupied so much time that there was little left for learning of household duties. Complaints were so numerous about housewives being incompetent that social welfare workers demanded schools, "in which all young girls are prepared for their duties as housewives and mothers." In 1933 a law was introduced making compulsory instruction for every girl between the age of sixteen years and twenty years. In more than half of the Cantons this idea has taken a firm hold, and it is being continually developed.

Every girl living in the Canton of Zurich, unless she leaves a High School and marries immediately, is compelled to attend, for 320 hours, classes for Housecraft. There are several courses available, so that according to the profession or trade selected, arrangements can be made to include this compulsory training. The girl from a factory, shop, office or household usually takes the course over a period of twelve months with attendance at classes one day or two half-days per week. The classes cover a 4-hour period, 8 a.m.—noon or 2 p.m.—6 p.m. An alternative course enables a girl to continue at school after the general schooling has been completed, often at the age of fifteen years, and take a one-year general course, which includes the compulsory housecraft training. A six-months course at the Housecraft College is frequently taken by the girl leaving a High school.

The compulsory course includes Cookery, Laundry, Housewifery, Needlework, First Aid, Home Nursing, Care of Infants, Gardening, Household Accounts, and Book-keeping. During the eight or nine years of compulsory general school attendance (the length of time varies with the Canton)—for five years Knitting and Needlework, Patching, Darning, Repair Work and Making of Simple Garments are included in the general syllabus. It is the dream of every Swiss girl to possess an electrically-driven

sewing machine on marriage. In Switzerland clothes are expensive to buy, but even a very poor family will have well-made clothes due to the ability of the housewife. Courses for adults, held in an afternoon or evening are popular, the number of classes for ironing total nearly as many as for Cookery and Needlework together. Ironing is considered a very great art, which together with the knowledge of needlework and dressmaking helps to produce the well-groomed, prosperous appearance of the citizens.

The Domestic Science Teachers' Training Course covers a period of two-and-a-half years. The Institutional Management course is of four years' duration, which includes one and a half years at the College, the remainder of the time in a junior, and then a responsible post in a hospital or canteen, concluding with a return to College for the half year. A Training Course for Home Helps for a period of three months has just been introduced. The lecturer or teacher frequently finds it necessary to speak German, French, Italian and English, having students of the four languages in one class. The Housecraft-Cookery and Housewifery rooms in the schools I visited contained excellent equipment.

Many of the cookery rooms were fitted with electric cooking facilities only, but a few rooms also included gas cookers. Both electric and gas meters were provided in each room. At the commencement of every class the meter reading was recorded in a book kept for the purpose by the students. The number of units used was calculated at the conclusion of the class. Four stainless steel sinks, with a totally enclosed lighting fitting above each were found in each cookery room.

The Cookery Class for the Compulsory Course included the preparation and cooking of a complete meal by each group, comprising four students. Table laying and service, together with table etiquette and conversation were included in the course. At the conclusion of each class the equipment and room had to be left in a spotless condition, each student being responsible for a certain part of the work in her group. Outside cleaners cleaned these rooms only twice a year. The first two or three lessons of every course are devoted to the correct use, cleaning and care of the appliances. Also during the course a visit is made to the electricity showrooms, and a cooker instruction demonstration is given by the advisor.

Special rooms for washing, housewifery, needlework and one for ironing were found in the new schools. Excellent storage accommodation for equipment and stores was available everywhere. The principal theme throughout the housecraft training is the art of looking after and taking care of things rather than cleaning.

Education in Switzerland, said Miss Piatt, is widespread; there are seven Universities, found in the following towns: Geneva, Basle, Berne, Neuchâtel, Lausanne, Fribourg, and Zurich, together with Engineering schools and a College of Technology. The humblest citizen is amazingly cultured and understands the responsibilities he has to shoulder—a type of personal responsibility towards the community. It is necessary that everyone must be sufficiently educated to follow the course of public affairs and to understand explanations given by the Government. Taxation is high, but even with the high standard of living, the Swiss are a very thrifty people. They are proud of their country's illustrious past and eager to see it advance along the road of progress.

Design Review, the Council of Industrial Design's photographic index of good and current British design, will re-open at the Council's headquarters in the summer. In its new form it will be more limited in the range of industries covered and more selective from the point of view of design and quality. As a start it is likely to comprise some 5,000 items mainly from those industries making durable consumer goods.

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FILM STRIP REVIEWS

UNICORN HEAD

Basic Freedoms.—This novel strip could very well be used as an introduction to Citizenship in the primary school. Its aim is to show in a simple way the basic rights or "freedoms" enjoyed by the Canadian citizen, although the same rights are as equally British. The photographs depict scenes of commonplace events concerned with freedom of speech, of worship, of the press, of enterprise, etc. 11 Years plus. 30 frames.

EDUCATIONAL PRODUCTIONS, LIMITED

Music and Poetry Series

Our appreciation of these lovely strips is tinged with regret at the death of Mr. H. J. Hopkins, who, unfortunately has not lived to see the fruits of his untiring efforts to provide an enjoyable means of understanding what the composer and author had in mind. These strips are especially suitable for the backward child.

Among the thousands of film-strips now available only a few are the work of artists. The photograph will generally provide us with the best and most useful record, and is obviously quicker and easier to produce; but, in abstract themes and records of past history, the artist must play his part, and it is essential that only work of the best kind should be accepted for distribution. Mere photography of good drawings or paintings is not sufficient—the artist must aim at producing a picture which will project well, with special reference to contrast, so that even the poorest quality projectors will give reasonably good definition. Mr. H. J. Hopkins has set a standard of illustration it would be well to follow and has blazed the trail for a new type of strip of which there is a definite need. His pictures have that simplicity, boldness, contrast, and tone-value which cannot fail to focus our attention.

In this series the pictures are designed to be projected as the music is played or the poetry spoken. For this purpose, the score or poem should be starred at places suggested in the script, which includes notes on the composer or author in addition to a suggested means of presentation of the subject matter.

No. 6002—Danse Macabre.—There is nothing frightening in the interpretation here, although death appears as the leading character playing his violin. The sense of rhythmic movement is beautifully conveyed as the spirits, skeletons and witches wander from place to place. The change from night to dawn is well marked as the strip is in colour. 62 frames.

No. 6009—Claire de Lune.—Moonlight floods through this strip as it rises to creep through the trees, shines on the ruined abbey, glints on the ripples of the stream and reflects itself in the pond. 24 frames.

No. 5014—The Pedlar's Caravan by W. B. Rands. **No. 5013—Wander Thirst**, by G. Gould.—Both strips are in colour and beautifully illustrated with changing scenes of land and sky and sea. Both are suitable for secondary and upper primary schools. There will be no difficulty in synchronizing the pictures with the phrases they illustrate. Pedlar's Caravan has 26 frames and Wander Thirst 31 frames.

Still from the Films Series

Three more strips, produced by E. J. Tytler, are now available:

No. 6016—Pinocchio.—By permission of Walt Disney Mickey Mouse, Ltd. Another treasure in colour to add to

our collection, with a very suitable script for reading with projection. 24 frames.

No. 6010—Macbeth.—Photographs by kind permission of Republic Pictures International Incorporated. Unlike the majority of strips in this fine series, most of the pictures here are 'close-ups' of the characters and the facial expressions leave no doubt as to why this method of presentation was chosen. 26 frames.

No. 5005—Nicholas Nickleby.—By kind permission of Ealing Film Studios and the J. Arthur Rank Organization. The producer's task, in abridging the lengthy and involved story has been no easy one and he is to be congratulated on the excellent selection of 'stills.' 54 of these give us a wide range of scenes showing the superb photography of the original film, and a 36-page script provides the continuity.

No. 5004—Cathedral City (Canterbury).—The first in the 'Meet your Neighbour Series' to deal with a town. Canterbury is selected as a typically ancient centre of civilization dominated by the religious, educational and cultural life—in contrast to an industrial or commercial city, strips of which will, no doubt, follow later. Most of the 31 frames rightly concern buildings of which the Cathedral figures prominently, but the Abbey, hospitals, inns, and other important buildings also provide much of interest. The 'Invicta' bus-depot and telephone house provide an element of contrast.

No. 5015—Religious Art.—A fine representative selection of pictures, sculptures, carvings and buildings. We cannot fail to appreciate all that is set out here for our study and enjoyment—some lovely masterpieces of the craftsman's art. 24 frames.

Gumperts 4—Greek Sculpture, Pt. 1, Archaic Period. Gumperts 5—Greek Sculpture, Pt. 2, The Great Period.—The first of these covers the period from approximately 800 B.C. to 500 B.C., and the second, 480 B.C. to 100 B.C. Introductory notes are by A. E. Halliwell, A.R.C.A. The photographs deal with sculptures in various media of the human form or of Gods and Goddesses. 39 are shown in Part 1 and 40 in Part 2. Together, they form a comprehensive survey of the growth, progress and craftsmanship of the period. As the frames are all vertical, a projector with a rotating transport head will be necessary.

COMMON GROUND, LIMITED

CGA 278—How to Behave at Work.—Another courtesy strip prepared by Dr. J. Macalister Brew, mainly for youth clubs and similar organizations. As in the previous strips of the series, the illustrations are of the cartoon type with exaggeration to provide humour and interest and to escape self-identification with any of the originals. The 'Smith family,' used to illustrate the points, cover a fairly wide age range to make the strip suitable for both schools and youth clubs. Throughout the strip the method is first to portray the wrong ways, and follow up by correct procedure. The strip deals with the rights and wrongs of the interview, first morning, manners to customers, telephone manners, and general behaviour. 37 frames.

CGA 544—The Seaside.—A lovely strip depicting the varied types of coast line and beach, a further step in the excellent series 'Exploring the Landscape.' In this strip we have visual interpretation of such terms as cove, isthmus and peninsular, groynes, sand-dunes, headlands and bays, cliffs, coast-erosion and dykes, estuary, cave, and stacks. Where the shape of the coast is better defined from a height, aero-photographs are given. The pictures will appeal to children of any age—the seaside brought to the classroom. 23 frames.

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BOOK NOTES

Outdoor Activities for Boys' Schools, by F. J. C. Marshall, M.C. (University of London Press, 7s. 6d. net).

When Kipling referred contemptuously to "flannelled fools at the wicket and muddled oafs at the goal" he was not speaking solely in his rôle of Beetle in "Stalky and Co.," who "was not good at games." He was expressing something of the dissatisfaction that many intelligent boys feel at the narrowness and lack of imagination so often displayed by those who organise and play our "national" games. In too many schools there is little outlet for the boy who is not particularly proficient at cricket or football and yet who enjoys active exercise and is touched by the spirit of adventure. Mr. Marshall, whose "Physical Activities for Boys' Schools" has so many stimulating suggestions for indoor games and exercises, has now produced a companion volume in which he applies his cultural attitude towards physical training to outside work. There is first a thoughtful section of the place of games in education, followed by detailed and practical coaching schemes for the normal outdoor activities—soccer, rugby, cricket and athletics. But it is in the third section that the book makes its original contribution to the theory and practice of *mens sana in corpore sano*. He calls it *Adventure Games*, and the list of chapters gives some indication of the field he covers: The place of adventure games in the organised games scheme; cross-country walking, map walks, observation walks; Cross-country running—tracking games and treasure hunts; Outdoor obstacle courses and obstacle problem games; Country-wide games of romance. (The Appendix, however, on the architectural and natural features of interest in the countryside seems irrelevant to a book of this type.)

The author is careful not to allow his enthusiasm to outrun the practical limitations placed on the games master in a normal secondary school. Although the methods of Commando training and those developed by the "Outward Bound" scheme have been his inspiration, he has brought them well within the reach of young adolescents. But the basic aim, character-development through physical activity, has been retained. A book every games master should see.—C.

Twenty-four French Crossword Puzzles, Compiled by G. J. Nixon, B.A. (University of London Press, 1s. paper covers, 10d. without answers).

Modern language teachers looking for interesting and stimulating vocabulary work for fifth, or even sixth formers, would do well to look at this little collection of crossword puzzles, in which the clues as well as the solutions are in French. They are based on that most admirable of French dictionaries for schools, *Mon Premier Dictionnaire Français*, produced by the same publishers, where, too, the pupil is taught to think in French instead of translating. It is a little difficult perhaps to see how the puzzles can be used in those schools where books are handed on from year to year, unless pupils copy out the puzzles before attempting to solve them.—C.

The Discovery Books: Book Two—Finding Out, By Olive Garnett (Basil Blackwell, 5s. 3d. net).

In the earlier volume of this series, *Looking and Doing*, the author, who is senior lecturer in geography at the Froebel Educational Institute, began the task of introducing the primary school child to geography through the known factors of its environment. The material of geographical study—physical features, industry, commerce,

transport, map-reading, etc., were introduced without going far beyond the child's familiar world of home. In Book Two, there is a most skilfully managed widening of the horizon. Smaller scale maps of wider areas appear in a selective and simplified form, containing those features only with which the child will be familiar or in which he is likely to be interested (e.g., maps showing the British seaside resorts or the routes followed by famous express trains). The relation between the reality, as shown by close-up photographs, and the map symbols is brought out by excellent aerial photographs taken at varying heights: for example, there is a series of pictures of the Southern coastline ranging from a close-up of Beachy Head lighthouse to a panorama view of the coast from Eastbourne to Worthing, followed by an outline map of the same district. The pictures and text cover a wide area of the British Isles, so that every child may find something from his own district to give reality to the whole. The Preface to Teachers is in itself a valuable little essay on the teaching of geography to juniors. These books are delightfully produced; it would be a dull child indeed who did not pore eagerly over their pages.

One small point which the publishers might bear in mind for the second edition. The political map of the British Isles suggests, by its colouring, a Celtic Union of Wales and Scotland and that Northern Ireland belongs to England. Unless all the divisions are distinguished, any difference of colouring is misleading.—C.

More Characters and Scenes from Hebrew Story, by Hetty Lee Holland, M.A. (S.P.C.K.; 4s. 6d. net.)

In these lesson-notes the author's aim is to aid the teacher in making scenes and characters from the Old and New Testaments real and convincing to younger children. The method she recommends is that of vivid narrative, and indeed her notes themselves frequently take on the qualities of good story-telling. To each lesson are added Expression Exercises for the pupils and suggestions for the teacher's further study. A sequel to the already published *Characters and Scenes from Hebrew Story*, this volume takes the history of the Jewish people from the division of the kingdom to the destruction of Jerusalem in A.D. 70. It should find a welcome not only in day schools but also among Sunday School teachers of most denominations. Selection will, of course, be necessary to meet the needs of particular age-groups.—E.F.C.

How to live in Britain: A Handbook for Students from Overseas. (Issued by the British Council.)

To write a handbook of advice for overseas visitors about one's own country and its people is no easy task. Is one to put the best face on things in a spirit of patriotism or is one to follow the natural inclination of the Englishman towards modest understatement? The British Council's admirable booklet for overseas students avoids both extremes and pursues a carefully factual *vis media*. Its fifty pages are packed with just that information, selected in the light of long experience, which the visitor to these shores is likely to need. Occasionally, in discussing British behaviour, there is over-simplification, for what generalisation could cover the rich variety of our national habits? But the student who follows the advice given here will not go far wrong. The book would serve as an excellent balance to that witty but merciless compilation "How to be an Alien" which is circulated so gleefully on the continent among those who are visiting or have visited Britain.—C.

The Minister of Education has reappointed Sir Samuel Gurney-Dixon to be Chairman of the Central Advisory Council for Education (England) for a further term of three years. Sir Samuel was appointed Chairman of the Council in 1948.

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The Bureau of Current Affairs, 1946-51, is the final publication of the Bureau. In it, Mr. Boris Ford gathers together the main facts and figures of the Bureau's work during the five years. It is stated that in May last year, 1,715 schools subscribed to the Bureau's regular publications

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The Thirty-sixth British Esperanto Congress will be held during Whitsuntide this year at the Heaton High School, Newton Road, Heaton, Newcastle-upon-Tyne, with the Lord Mayor as a Patron, and a civic reception in the Laing Art Gallery. It is anticipated that 200 or more Esperantists from various parts of Great Britain will attend. Hon. Secretary of the Congress Committee is Mr. A. Neil, 57, West Vallum, South Denton, Newcastle-upon-Tyne, 5.

Two Courses for Medical Officers on "Educationally Sub-normal Children and Mental Defectives, 1952," organized by the Extra-Mural Department of the University of London in co-operation with the National Association for Mental Health, will be held on May 5th-23rd and October 6th-24th. They will be held at the University of London Examination Hall, South Kensington. Particulars from the Association, 39, Queen Anne Street, London, W.1.

An Easter School for Men and Women Teachers, under the direction of Marjorie Gullan, will be held in London from April 16th to mid-day April 19th. Subjects include Voice and Speech, Poetry Speaking, and Mime and Movement for the Classroom. Demonstrations of mime and movement with children of primary and secondary age-ranges will be given. Copies of the syllabus may be obtained from the Secretary, The Speech Fellowship, 1, Park Crescent, Portland Place, London, W.1.

The 1952 Gerley Annual Summer School in physical education for men will be held from July 31st to August 20th, 1952, in Denmark at Idraetshojsskolen, the Sport and Gymnastic Folk High School. No special course conducted completely in English has been arranged for women, but a limited number of students can be accepted to take part in the Danish Women's Teachers' Course, and a large number of classes will be arranged in English. General information about the summer school can be obtained from Mr. R. E. Dunn at Liverpool University.

The Annual Conference, on "The Mentally Handicapped in the Community," organized by the National Association for Mental Health, will be opened by the Right Hon. R. A. Butler, P.C., M.P., at the Bedford College for Women, Regents Park, London, on March 27th. The Conference will last from March 27th to 29th, under the chairmanship of Professor D. R. MacCalman, M.D., M.R.C.P.(Ed.) (Nuffield Professor of Psychiatry, University of Leeds). Among the speakers will be Mr. J. Lumsden, H.M.I. on "The Mentally Handicapped at School."

The Councillor Miss Walter Rosebowl, awarded annually to the school whose students gain the highest average marks in the Electrical Association for Women Home Workers' Certificate Examination, was won in 1951 by the South-East Essex County Technical School, Dagenham. This school gained the award in two previous years.

"That the higher standards required by the General Certificate of Education may result in a tendency for pupils to concentrate on fewer subjects, and lead to over-specialization at too early an age," was the general opinion at a meeting organized by the N.U.T. at Nottingham last month.

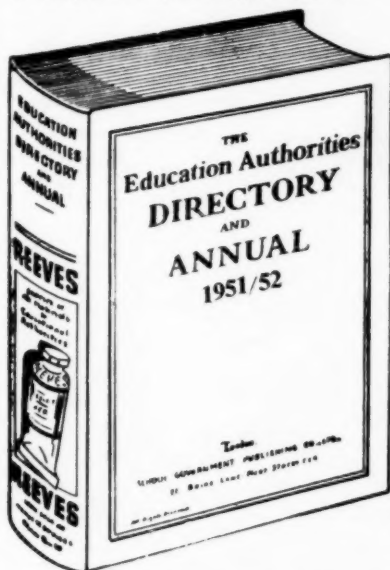
Middlesex Education Committee have decided "that Divisional Executives and District Sub-Committees be authorised to make grants to voluntary youth organizations up to a total amount approved in the estimates without any limit being placed on the amount of an individual grant during the financial year 1952-53, the position to be reviewed at the end of six months."

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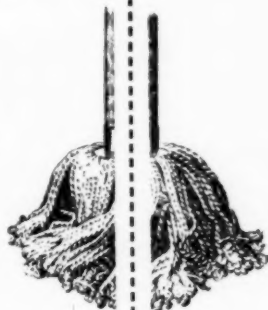
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